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GRADUATE SCHOLARSHIP

THIRTY scholarships known as "Hopkins Scholarships" were established at the opening of the Johns Hopkins University, in accordance with the will of the founder, for the benefit of residents of Maryland, Virginia, and North Carolina, and the Trustees have recently instituted ten similar scholarships for students from other States in the South and Southwest.

These scholarships are bestowed for merit and entitle the holders to free tuition for one year, but do not carry exemption from laboratory fees; they are offered to both men and women. They will be awarded by the Academic Council in March. Students can be recognized as candidates only when legal residents of the States from which they desire to be appointed. *Applications, in accordance with a prescribed form, must be addressed to President Goodnow, The Johns Hopkins University, Baltimore, Md., before March first.* Present incumbents are eligible for reappointment, but must make formal application.

Persons interested are invited to write for forms of application, or for further information, to the Registrar of the University.

THE GEORGE PEABODY SCHOLARSHIP

THE George Peabody Scholarship was founded in 1912 by the Trustees of the Peabody Education Fund, who, in partial preparation for the closing of the Trust, presented to the University a gift amounting to six thousand dollars. This sum is to be held and used as the endowment of a Peabody Scholarship in the department of Education.

The scholarship is open to men and women who are residents of "The Southern and Southwestern States of our Union," including Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, South Carolina, Tennessee, Texas, Virginia and West Virginia. It is offered to candidates who can give evidence of a liberal education, such as the diploma of a college of good repute, and who intend to continue work in education, preferably in connection with a system of public schools in the territory mentioned above. *Applications must be addressed to President Goodnow, The Johns Hopkins University, Baltimore, Md., before March 1; there is no prescribed form.* The appointment is usually made in April. The successful candidate is expected to signify his acceptance at once.

The income of the scholarship is two hundred and seventy dollars per annum. The incumbent is expected to pay tuition and laboratory fees and is eligible for reappointment.

A THEORY OF NATIONAL EDUCATION

By L. A. WILLIAMS
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IN THE JANUARY NUMBER of the *Atlantic Monthly* there appears an article by Caroline F. E. Spurgeon having to do with the effort now being made in England to work out a genuinely national system of education. Miss Spurgeon was a member of one of the several committees (the one on English) appointed during the stress and strain of the Great War to work at the problem of education in England. This article in the *Atlantic Monthly* presents most interestingly and vividly her reaction not only to the report of this committee on which she served but to the educational situation as a whole in England.

As one reads her article one has a feeling of constant amazement to realize how commonplace in our American democracy are the seemingly, to them, novel and startling viewpoints about educational theory, practice, and procedure. For example, we have long recognized and acknowledged in the United States the necessity for universal education in a nation where the government "derives its just powers from the consent of the governed." We have not been able, to be sure, to attain to this goal, but recognized it has been, and we are struggling toward it. Yet here is what Miss Spurgeon writes bearing on this point, and apparently it is a new idea to her at least, presumably to many other English men and women:

"For all thoughtful people today realize that the future of civilization depends, not upon diplomats or politicians or leagues or kings or princes, but upon the education of the children of the world. If violence and misery and disorder are to be checked, if the swiftly increasing knowledge of material and destructive forces is to be balanced and controlled by an equal increase of the knowledge of spiritual and creative forces, the young generation must be educated, and the outlook upon life of millions of minds must be humanized and widened."

A more important point to the article is, however, the skillful and dexterous way in which Miss Spurgeon calls attention to the fact that England (and she might have included the United States also), and her so-called leaders of thought have failed to "conceive the full meaning and possibilities of national education as a whole." The reason for this failure she attributes to a lack of any clear idea on the part of the national leaders about what the true nature of education is. Some think of it as the process of storing up knowl-